ABOUKIR PRIMARY SCHOOL

INSPECTION REPORT
COVID-19 EDITION

Principal: Mr Noel Lothian
Board Chairman: Mr Rohan Davidson

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Introduction

The National Education Inspectorate (NEI) is responsible for assessing the standards attained by the students in our primary and secondary schools at critical points during their education. The NEI aims to report on how well students perform or improve as they progress through their schooling and learning life. The NEI is also responsible for making recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, our trained inspectors observe online classroom lessons and interview members of the school's staff – both online and face-to-face, students individually and in small groups. Inspectors also look at student work samples (where possible) and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the Principal and senior members of the staff to get clarity on their roles and responsibilities at the school.

Key Questions

The inspection indicators remain structured around eight key questions (domains) that inspectors ask about every school's educational provision and performance. These are:

1. How effectively is the school led and managed by the Board, the Principal, senior management team, and middle leadership during the COVID-19 pandemic?

2. How effectively does teaching support the students' learning?

3. How well do students perform in national and/or regional tests and assessments?

4. How much progress do students make in relation to their starting points?

5. How good are the students' personal and social understanding and awareness of the implications of COVID-19?

6. How effectively does the school use the human and material resources at its disposal to help the staff and students achieve as well as they can?

7. How well do the curriculum and any enhancement programmes meet the current needs of the students?

8. How well does the school ensure everyone's security, safety, health and well-being during the pandemic?

See the Addendum to Inspection Framework attached.

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Modified Framework

Evaluating the school's effectiveness is predicated on the extent to which the variables under the school's control are led and managed under the COVID-19 event. The emphasis is, therefore, now on the adaptability of school leaders in ensuring that the quality of the provisions for students' learning takes place in a safe, secure and healthy environment. Also, that the well-being of students and staff is a priority as they explore and deliver the modified curricular offerings.

Note that while other key performance indicators (KPIs) and domains of effectiveness are important parts of the indexation of school effectiveness, they have been temporarily relieved of the weighting.

All the evaluations and discussions in this report are predicated on the school's work during the pandemic and the number of students they could reach.

Value-Added Assessment of Students' Progress

In this round of inspections, the Value-Added Model for Assessing Schools (VAMAS) is a component of this inspection report. The fundamental feature of the VAMAS is to analyse individual student performance in both English and mathematics at key points in their learning.

Under the VAMAS, students are assigned designations based on their performance. Students who attain satisfactory performance in mathematics and English are designated as Alphas. In contrast, those who achieve satisfactory performance in either English or mathematics are designated as Betas. Those with unsatisfactory performance in both subjects are designated as Gammas.

VAMAS designations at the primary level are determined based on students' mastery in the Grade Four Literacy Test (GFLT)or General Attainment In Numeracy (GAIN) and their proficiency in the Primary Exit Profile (PEP) language arts and mathematics.

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Profile

School's Demographics

School Code:	06101
School Name:	Aboukir Primary
Region:	3. Brown's Town
Parish:	St. Ann
Locale:	Rural
Population Composition:	Co-educational
Day Structure:	Whole Day
Size:	Class I
Attendance Rate (%):	83
Capacity:	180
Enrolment:	125
Number of Active Teachers:	6
Pupil-Teacher Ratio:	19:1
Multi-grade:	No
Owned By:	Government
Modality (ies):	Face to Face
Average Online Attendance:	N/A
Average Class Attendance Observed:	13

Socio-economic Context

Aboukir Primary and Infant School is located in the Aboukir district of Southwest St. Ann. The community relies on farming, with farmers selling their produce directly to vendors or accessing markets in Cave Valley, Christiana, and Browns Town. The school serves students from Aboukir, McKenzie, Clarksonville, and Cedar Valley and currently has 23 students enrolled in the Programme of Advancement Through Health and Education (PATH).

Internet penetration and support for learning modalities

The community's internet penetration rate is insufficient, but the school offered internet access for online learning during the COVID-19 pandemic. Teachers created WhatsApp groups to involve students and distributed printed materials. Most students used their cell phones for lessons, while some used tablets.

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Executive Summary

Leadership and management

The Principal effectively leads and manages the school with support from the Board and staff in fulfilling the school's vision. Self-evaluation and improvement planning involves a team effort, and the Board offers adequate support, but accountability practices need improvement.

Teaching in support of learning

Teachers consistently demonstrate strong content knowledge by effectively sharing accurate information with students. Despite thorough lesson plans, evaluations are not consistently performed, leading to insufficient development of students' critical thinking skills during teaching and learning activities.

Students' performance in English and mathematics from 2016 to 2020

Though the school's English performance has not been above the national averages throughout the review period, students' mathematics performance has been consistently higher or on par with the national averages except for GAIN in 2016.

Students' progress in English and mathematics

Many students demonstrate adequate progress in English and mathematics lessons across grades. Further, all students progressed well against their starting points at the school and observed lessons. Applying a Value-Added Model for Assessing Schools (VAMAS) to the results of the 17 students who sat the 2020 Grade 6 Assessment (PEP 6) showed that 16 of them progressed sufficiently from their Grade 4 assessments (GAIN/GFLT) to achieve proficiency in both English and mathematics in the PEP 6.

Students' personal and social understandings and awareness

Most students exhibit good behaviour in class and around the school grounds. Despite some students in the lower grades being unprepared for lessons, the average attendance and punctuality to school are acceptable. Students show a decent understanding of civic and environmental awareness, but their economic awareness is limited. However, they recognise the effects of the COVID-19 pandemic on employment.

The availability and use of human and material resources

The qualified staff is capable of delivering primary-level instruction effectively. Although the student population can fit in the available classroom spaces, the school lacks sufficient material resources. Nevertheless, teachers effectively utilise available resources to enhance teaching and learning.

Provisions for the curriculum and enhancement programmes

The school implements the National Standards Curriculum (NSC) at all grades with adequate modifications to meet the needs of the students. However, opportunities for structured curriculum review are limited as the curriculum implementation team (CIT), though active, has not met since

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the start of the school year. However, before the pandemic, the school involved students in activities and events that provided outlets for their talents and opportunities for additional learning.

Provisions for student safety, security, health and well-being

Realistic measures are in place to ensure the safety of the school's staff and students, though the perimeter is not fenced, and the width of the rails on the upstairs is inadequate. Even so, students' health and well-being provisions are sufficient for the student population.

Inspectors identified the following key strengths in the work of the school:

- Teachers and students interact effectively during lessons.
- Teachers manage class time effectively during lessons.
- An intervention program is implemented to improve students' literacy skills.

Findings of School Inspection

1) School Leadership and Management

How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership during the COVID-19 pandemic?

School-based leadership and management

The school is effectively run and governed by a principal who receives full support from both the Board and staff in fulfilling the school's vision. The school acknowledges the challenges and implements programs to improve students' literacy. The positive atmosphere is reflected in the students' demeanour, the friendly staff-student relationships, and the clean surroundings. The school conducts formal and informal walkthroughs to evaluate teaching and provide feedback to teachers. Teachers show commitment through their participation in school activities. However, there is room for improvement, with 90 per cent compliance in writing lesson plans, but they often lack timeliness. Additionally, the documentation practices are weak, and there is no evidence of proper analysis of students' data to guide learning plans.

Self-evaluation and school improvement planning

The school's self-evaluation and improvement plan is a collaborative effort that spans 2021-2025. The team develops a realistic and aligned plan with the Ministry of Education and Youth's (MoEY's) objectives, incorporating input from all stakeholders. The plan aims to increase attendance and student engagement in recovery programmes and improve student performance, focusing on mastering all subjects. However, there are challenges with implementing and monitoring the plan, with only limited progress made on inspection recommendations, partly due to the impact of COVID-19.

Governance

The Board is adequately involved in the life of the school. The Chairman visits the school at least twice monthly and can garner some necessary support towards school improvement efforts. Board meetings are scheduled accordingly, which reflects all school-related activities, and the Board is aware of the current challenges at the school. It has set targets for improvement in students' literacy and numeracy development. To foster some level of accountability, at Board meetings, the members listen to oral reports from the Principal, the teacher and Parent Teacher Association (PTA) representatives and, where necessary, make recommendations, though not consistent. Board members have some knowledge and understanding of the school. However, a more robust accountability system is needed for efficient school development.

Relationship with parents and the local community

The school effectively communicates with parents through various means, including phone calls, WhatsApp, and progress reports. Although parent involvement is satisfactory, not all parents fully engage in their children's education. The school holds parent day sessions to improve involvement, and the guidance counsellor provides workshops on effective parenting and coping strategies. Additionally, the school partners with organisations such as the Past Students Association (PSA), Food for the Poor, Reading Owls International, and Pace Canada.

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2) Teaching in Support of Learning

How effectively does teaching support the students' learning?

Teachers' knowledge of the subjects they teach and how best to teach them

All teachers exhibit a strong understanding of the subject matter. They impart accurate information and clarify key concepts to facilitate student learning. For example, during a Grade 6 science lesson observation, the teacher effectively demonstrated how light behaves when passing through air, water, and solid objects. Most teachers know how best to teach. In almost all lessons, interesting and catchy introductory activities get students' attention at the start of the lessons. For example, in a Grade 1 mathematics lesson on measurement, the teacher placed an electrical cord on the floor and asked the students to guess how many footsteps the teacher would take from one end of the cord to the next. Nevertheless, few teachers consistently evaluate lesson plans to reflect on teaching and learning.

Teaching methods

In most instances, teachers effectively utilise various strategies to engage students and support their learning. Teachers consistently design detailed lessons using the 5Es method, including relevant objectives and activities. They effectively manage time in the classroom and adjust the pace to provide students with opportunities to apply concepts and receive feedback. They frequently use engaging strategies such as experiments, real-life examples, discussions, demonstrations, and group work. For example, in a Grade 6 science class, the teacher divided students into groups and assigned experiments. Interactions between teachers and students are positive, and lessons are enriched with various learning resources such as textbooks, manipulatives, charts, videos, laptops, and projectors. As demonstrated in a Grade 5 mathematics lesson on measurement, students used measuring tools such as inch measures, tape measures, and rulers to measure objects in the classroom and record their results.

Students' assessment

All lessons are delivered with varied assessment strategies, including questioning, group activities, demonstration by students, and individually assigned tasks. For example, in a Grade 1 mathematics lesson on measurement, the teacher uses questioning and demonstration by the students to assess their understanding of using non-standard measurements. Assessment records are maintained and are in keeping with the school's assessment policy; however, some teachers record the scores using a notebook instead of the standard document. All teachers provide immediate feedback in lessons, and some students' books indicate that written feedback is given to guide students to make corrections.

Student learning

In all lessons, students are highly motivated and are willing participants in lesson activities. They raise their hands to answer questions and volunteer when the teacher asks questions, as was observed in the Grade 1 lesson, where many of the students readily offered to measure the length of rope using their feet in the lesson on measurement. Students' research and inquiry skills are being developed through activities in many lessons and projects they undertake; for example, in the Grade 6 science lesson, the students engaged in experimental research to explain how light behaves under different circumstances. Some students ably apply the concepts learnt to new

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situations; for instance, in the Grade 5 language arts lesson on research and study skills, some students noted that the authors' names are written alphabetically in the book's index. Some students work well in groups to complete assigned tasks; for instance, in the Grade 6 science lesson on the properties of light, the students carried out different tasks within their groups, such as observing, recording and reporting. However, critical thinking skills are demonstrated in only a few lessons.

3) Students' Academic Performance 2016 to 2020

How well do the students perform in national and/or regional tests and assessments?

Students' performance in English

The school's English performance was not consistently above the national averages over the review period. Performance in the GFLT, the GSAT language arts and communication tasks, and PEP 6 language arts did not meet expectations.

At the Grade 4 level, the school's GFLT mastery did not exceed the national average throughout the period. It moved from 76 per cent in 2016 to 100 per cent in 2018, the highest for the period. The school's PEP 4 language arts proficiency was above the national proficiency in 2019, at 87 per cent mastery. Overall, the participation rate was lowest at 52 per cent in 2017.

At the Grade 6 level, the average score in GSAT language arts increased by seven percentage points for the period under review but was below the national average in 2016. In communication tasks, the average increased from 62 per cent to 79 per cent but was below the national averages in 2016 and 2017. In PEP 6 language arts, the proficiency was below the national proficiency in 2019 and above in 2020 at 48 and 94 per cent, respectively. An examination of the performance by gender revealed that the girls outperformed the boys between 2016 and 2020.

Students' performance in mathematics

The school's mathematics performance has been consistently higher or on par with the national averages, except for GAIN in 2016. Consequently, the school's performance in the PEP 4, GSAT mathematics and PEP 6 mathematics met expectations.

At the Grade 4 level, performance in the GAIN was above the national average in all years of the review period except 2016. It rose from 55 per cent in 2016 to 76 per cent in 2018. The school's proficiency in PEP 4 mathematics was above the national proficiency in 2019 at 67 per cent. The participation rate was lowest in 2016 at 52 per cent.

At the Grade 6 level, the school's GSAT mathematics average increased by a percentage point overall, moving from 61 per cent in 2016 to 62 per cent in 2018. It was above the national average in 2016 and 2018 and on par in 2017. The PEP 6 mathematics proficiency was above the national proficiency in 2019 by seven percentage points and in 2020 by 51 percentage points. An examination of the performance by gender revealed that the girls performed above the boys from 2016 to 2018 and were on par in 2020. Boys outperformed girls in 2019.

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4) Students' Academic Progress

How much progress do the students make in relation to their starting points?

Value-added assessment of students' progress

Overall, evaluating the 2020 cohort using the VAMAS model reveals that all students made adequate progress against the expected proficiency standards in mathematics and English. The value-added comparison in the table below shows that in 2020, 16 of the 17 traceable students performed at the Alpha level (attaining proficiency in English and mathematics), and 13 were previously designated Alphas in their Grade 4 assessments, while three were previously Beta. Additionally, the student performing at the Beta level (attaining proficiency in either English or mathematics) was previously designated Gamma in their Grade 4 assessments. Further, no student performed at the Gamma level (neither proficient in English nor mathematics).

Table 1: Tracking of individual traceable students from the 2020 PEP 6 Cohort using the VAMAS

		NEI VAMAS Designation 2018 (GFLT/GAIN)			
		Alpha	Beta	Gamma	Total
NEI VAMAS Designation 2020 (PEP 6)	Alpha	13	3	0	16
	Beta	0	0	1	1
	Gamma	0	0	0	0
	Total	13	3	1	17

Students' progress in English

Almost all students make adequate progress in English compared to their starting points at the school. For example, in 2018, 100 per cent of the students sitting the GFLT attained mastery. By 2020, 94 per cent of students in the PEP 6 language arts were proficient.

In assessing individual student progress in English, 16 of the 17 traceable students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the GFLT revealed that all 16 students previously mastered the GFLT in 2018 and were proficient in PEP 6 language arts in 2020.

Many students demonstrate age-appropriate progress in language arts lessons, although some demonstrate weak literacy skills. For example, most students in Grade 3 can accurately write sentences using the long 'a' sound, such as, "Jenae is my friend". And in Grade 5, many students can use the index and glossary of a book to find specific information. At Grade 6, most students can identify various text features and can tell their uses, such as the glossary used to find the meaning of words in a book; still, at this level, some students have poor penmanship below their grade level.

Students' progress in mathematics

All students make adequate progress in mathematics compared to their starting points at the school. For example, in 2018, 76 per cent of the students sitting the GAIN attained mastery, and by 2020, 100 per cent were proficient in PEP 6 mathematics.

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In assessing individual student progress in mathematics, all 17 traceable students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 13 students who mastered the GAIN in 2018 were proficient in the 2020 PEP 6. Additionally, four students who did not master the GAIN in 2018 were proficient in the 2020 PEP 6.

Many students make reasonable progress in mathematics lessons across grades. For example, in the Grade 1 mathematics lesson, although few students can independently use the non-standard implements to measure items, most grasped the concept of non-standard units of measuring and estimating. Similarly, in Grade 4, many students can measure and compare the weight of objects to see which is heavier or lighter such as the weight of a roll of tissue and a tube of toothpaste. However, at the Grade 5 level, although many students can accurately demonstrate the measurement of objects, such as the chalkboard and their waist, they were unaware of the correct unit to be utilised.

5) Students' Personal and Social Understanding and Awareness

How good are the students' personal and social understanding and awareness of the implications of COVID-19?

The students' behaviours and attitudes

Almost all students demonstrate appropriate conduct in lessons and around the school. Although a few showed a lack of interest in their return to face-to-face instruction, most are very cooperative during lessons and play cheerfully during break and lunch periods under the watchful gaze of their teachers and the safety and security officer. Likewise, despite a lack of preparedness for lessons in the lower grades, many students were sufficiently prepared for their lessons with the requisite tools.

Punctuality and attendance

Most students display admirable patterns of attendance at school and in lessons. The average attendance over the last school year was 83 per cent, while the average for the current school year stands at 86 per cent, within the standard of 85 per cent stipulated by the MoEY. Moreover, most students are punctual for the start of lessons and move briskly to their class after break and lunch periods.

The civic understanding and spiritual awareness of the students

Most students understand their civic identity and culture. They can explain why they are Jamaicans, born and raised in the country, with birth certificates as evidence. They recognise cultural elements that define Jamaican uniqueness, like food and national symbols. But, some students lack knowledge of the national heroes' contributions to Jamaica's history and development. Additionally, students face limited opportunities to lead in the school, serving only as class monitors or club members under teacher supervision. Despite this, students still feel a sense of civic responsibility to improve Jamaica, following COVID-19 protocols and obeying laws. Additionally, they have a strong spiritual awareness, value respect for their peers and honesty in returning lost items.

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Students' economic awareness and understanding

Some students have sufficient knowledge of Jamaica's economic development. While they generally have a keen sense of money and the practice of thrift, they had limited knowledge of taxes and how the government fund the economy. Also, they have little knowledge of Jamaica's trade within the Caribbean and the global economy, which was restricted because Jamaica gets rice from Guyana and toys from China. Many are also sufficiently aware of their contribution to the future development of the Jamaican economy through occupations in healthcare, national security and entrepreneurship. Nonetheless, most believe that the COVID-19 pandemic harms the ability of people to earn a living. They explained that their parents became unemployed, making it difficult for the family to provide for themselves.

Students' awareness and understanding of environmental and health issues

Most students have a strong sense of environmental awareness and understanding. They can cite types of pollution and the contributing factors such as uncontrolled burning and its link with respiratory illnesses. They also cite the effects of urbanisation and its links with deforestation and the subsequent rise of carbon dioxide in the atmosphere. Likewise, most students can speak to the origin and spread of the COVID-19 virus through international transport systems and the efforts of the government to restrict the spread using lockdowns and other measures. Further, many students display strong environmental stewardship to the environment. For example, the students of grade 6 sweep the classroom after lunch without instruction from adult supervisors. Also, some classes have duty rosters, and most students are aware of their responsibility to contribute to a clean learning environment. Likewise, many students show some level of concern and care for the wider environment, explaining the dangers of burning and deforestation, which can lead to soil erosion and flooding.

6) Use of Human and Material Resources

How effectively does the school use the human and material resources at its disposal to help the staff and students achieve as well as they can?

The quality of human resources

The school has the requisite academic and support staff to deliver the curriculum and provide a supportive environment for effective teaching and learning. All teachers are primary-trained and are complemented by personnel engaged through the MoEY's apprenticeship programme, and there is one janitor and two cooks.

The use of human resources

The human resources are ably managed to provide a suitable learning environment. Teachers are appropriately deployed, and the specialist model is practised, which sees most teachers teaching the core subjects at different Grade levels. Teachers attend school regularly, and most are at school in time to receive the students. The persons employed through the apprenticeship programme are assigned tasks such as teacher assistants and administrative support and the lone male monitors the gate and sees the students' safety at play.

The quality and quantity of material resources

The school has some material resources for a suitable teaching and learning environment, but the quantity is insufficient. The large schoolyard is kept clean, providing a suitable play area for children, despite the uneven surface. The school's library has a variety of books, many of which are suitable for the population. Classrooms that house the primary students are spacious, print-rich, and adequately lit. There are adequate chairs and desks to accommodate students and staff; however, the space overall is insufficient as the rooms configured for the infant department do not meet the standard established by the Early Childhood Commission (ECC). Further, the teachers have their laptops, but there is no projector and limited printing facilities. As a result, one of the teachers carries her printer to school. Nevertheless, three Smart TVs and 32 tablets are among the information communication technology (ICT) resources.

The use of material resources

Most of the space at the school is used effectively. The grounds are used as a part of the teaching-learning experiences; for instance, the walls are decorated with murals that enhance the curriculum, and the teachers use the compound to teach related concepts. Students borrow books from the library regularly, and the available resources are adequately utilised to enhance lesson delivery.

7) Curriculum and Enhancement Programmes

How well do the curriculum and any enhancement programmes meet the current needs of the students?

Curriculum provisions

The school implements the NSC at every grade, adapted to meet students' needs. Despite having a CIT, meetings are infrequent. Upper and lower school teachers hold weekly planning sessions to discuss best practices and plan for the week ahead. The school has implemented a literacy intervention program to improve students' academic performance, but it has not yet had the desired impact on teaching and learning. The school allocates enough time for teaching mathematics and English across all grades. Curriculum offerings include health and family life education (HFLE), guidance and counselling, religious education, civics, and Spanish. Although the pandemic impacted the breadth and balance of the curriculum last school year, the curriculum coverage is now adequate, and students' books show continuity and progression as topics follow each other in a logical sequence.

Enhancement programmes

The school provides ample enhancement programs for students' exposure and overall growth, including a literacy intervention program and after-school sessions for upper-school students. Clubs and societies are scheduled to engage all students, including Boys and 4H clubs and plan to revamp the mathematics and drama clubs. The school also participates in cultural competitions and forms positive relationships with the local community through church devotions and community support for medical check-ups and vaccinations. Recently, the CPFSA visited the school to conduct a session on Reigniting the Village.

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8) Student Safety, Security, Health and Well-being

How well does the school ensure everyone's safety, security, health and well-being during the pandemic?

Provisions for safety and security

The school ensures student safety and security through provisions such as a guidance policy, field trip policy, and efficient monitoring. The policy outlines the roles and responsibilities of stakeholders and the safety network. Although the school has no secure perimeter fence, students have limited access to certain areas and are adequately supervised. However, there is a threat to students from wide railings in the corridor and limited exit points in case of an emergency. The school has scheduled fumigation to reduce pests, a maintenance plan to keep the premises clean, fire extinguishers with recent service dates, fire and earthquake drills, and a clearly labelled assembly point.

Provisions for students' health and well-being

The school has adequate provisions to ensure the health and well-being of all stakeholders on the school's premises. These provisions include a safety and security policy, a sanitisation plan, a current health certificate, a health policy requiring student immunisation, promoting good health practices, and providing an atmosphere of cordiality. The guidance program, managed by a cluster-based guidance counsellor, encourages students and staff with motivational sessions and addresses student behaviour, punctuality, and developmental concerns. The school also provides lunch to PATH and other students with welfare needs at no cost.

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Recommendations

We recommend that the following actions be taken to make further improvements:

1. The Principal should:
   a. Enhance documentation practices to ensure timely updating and easy retrieval of documents.
   b. Monitor the SIP effectively and make efforts to achieve the targets within the set timeline.
   c. Hold teachers accountable for submitting lesson plans on time and evaluate the plans in detail to assess the impact of teaching practices, particularly in literacy and numeracy.
   d. With support from relevant stakeholders, ensure the availability of sufficient resources to support teaching and learning.
2. The Board of Management should strengthen accountability systems to oversee the institution effectively.
3. The teachers should encourage students to develop Twenty-First Century skills such as creativity, collaboration and critical thinking.
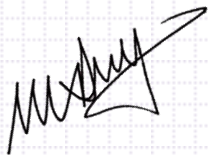
Recommendations from the previous inspection report

1. The School Board and senior management team should continue to lobby the MoEYI for:
   a. funding to erect a perimeter fence;
   b. general repairs of the property and for the replacement of defective furniture and additional items to allow for more comfortable seating for teachers and students; and,
   c. acquisition of ICT equipment to meet the growing needs of the school.
2. The Principal should:
   a. ensure the full implementation of school self-evaluation practices and processes so that a full SSE which determines the priorities of the SIP can be developed involves all major stakeholder groups;
   b. ensure the official appraisal of all teachers with effective and timely feedback for teachers personal development and growth;
   c. ensure that the CIT is in place and actively reviews and adapts the curriculum to meet the needs of all students to ensure adequacy of curriculum offerings;
   d. ensure that the curriculum and enhancement programmes are enriched, diversified and creative to appeal to the varied needs and interests of all students
   e. continue the outreach programme with parents and community members so as to further strengthen and grow those relationships;

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> f. ensure effective and official communication to each parent in a timely manner, so they are kept informed and knowledgeable about their children's progress, school activities and the best ways they can help their children succeed; and,
>
> g. engage the Past Students Association (PSA) so that they continue with previous activities, which build support and camaraderie.

3. The teachers should:

> a. plan and prepare assessment tasks that cater to the varying needs of all students; while ensuring that they are assessed according to curricular standards;
>
> b. ensure that all students receive appropriate feedback in their books that facilitate self-assessment; and,
>
> c. use assessment data to inform lesson planning, especially to meet the varied learning needs of students.

Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National Education Inspectorate and the regional offices within two months of the school's receipt of the written report. The next inspection will report on the progress made by the school.

Maureen Dwyer
Chief Inspector
National Education Inspectorate

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List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter-Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
MoEY	Ministry of Education and Youth
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATH	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	11

	English	Math	Other
Number of lessons or part lessons observed **[Primary]**	4	3	4
Number of lessons or part lessons observed **[Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]**	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	6

Number of scheduled interviews completed with students	1

	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

Appendix 2 – Addendum to Inspection Framework

1) School Leadership and Management
How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership?

1.1 School-based leadership and management

Prompt: Please describe the changes made, if any, to the current arrangements for students' learning and teacher accountability.

Inspector will evaluate:
- How responsive is the school's leadership to the current situation?
- How flexible is the senior management team (SMT) in implementing new measures?
- How creative is the SMT in facilitating and implementing the new measures given the current situation?
- What has management put in place to ensure accountability for students' learning during COVID-19?

- Leadership qualities
- Vision and direction
- **Prompt:** Has your vision for the school shifted? If so, how?
- How has COVID-19 impacted the vision and direction of the school?

- Focus on teaching, learning and student outcomes
- **Prompt:** Please explain the learning modalities utilized and what has guided the decisions.
- Why were those modalities selected?
- What led to this decision?

- Culture and ethos of school, relationships
- **Prompt:** How has the ethos and culture of the school been altered by the pandemic?
- What policies are in place to prevent discrimination etc.?
- What preparations were made to the physical space to ensure the enhancement of the school amid COVID-19?

- Commitment of the staff (confidence in and response to leadership)
- **Prompt:** Are staff (s) committed to the changes? How do you know?
- How compliant are staff members to the new arrangements for COVID-19 in the school?
- Were teachers involved in the planning for the new arrangements?
- What role do teachers play in the implementation and monitoring of the plans?

- Management of the school
- **Prompt**: Describe the process of documentation and other protocols undertaken to manage students' assessments and general records.
- Are documents in place such as new protocols, policies, and how are they implemented and monitored; for example COVID-19 Protocols, Reopening Policy, and Assessment Policy?

- Gathering and use of school information and document system
- What data was used to arrive at the decision for the modality selected?

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1.2 Self-evaluation and improvement planning

Prompt: Did you undertake a self- assessment activity? When and with what results? Who were involved?

- Rigour and accuracy of the school's routine self-evaluation process
- What measures have been taken and who are the persons involved in the school's self-evaluation processes and in particular as it relates to the plans for COVID-19?
- The extent to which the views of parents, staff, students, and others are taken into account
- What role did parents, staff and others play in the self-evaluation process as it relates to COVID-19?
- How were parents canvassed to ascertain their status as it relates to Internet connectivity and other measures to determine the type of modality?
- The identification of appropriate priorities for improvement
- What are the documented priorities relating to the management of COVID-19 in the school?
- The quality of plans for improvement
- (To be evaluated based on the inspector's professional judgment and knowledge as per document review guide.)
- The extent to which plans are implemented, monitored, and evaluated

1.3 Governance

Prompt: In what ways has the Board been involved in the school's continuation and adaptation since the COVID- 19 pandemic?

- The quality of the Board's contribution to the leadership and management of the school
- In light of the crisis what has been the Board's contribution to the management of the school?
- The extent to which the Board holds the school's professional leaders to account for standards/protocols, outcomes and spending
- What is the evidence available to suggest that the Board holds the SMT accountable – (look at minutes for online meetings etc. to see the directives the Board gives, and the support provided.)
- Knowledge and understanding of the school
- How were the decisions taken as it relates to COVID-19 requirements in this school – modality? Implementation of mechanisms such as wash stations.
- How have you implemented, monitored, and evaluated the various plans such as Reopening Plan, Assessment Plan etc.?

1.4 Relations with parents and the local community

Prompt: Describe the quality of the relationship among the school, parents, and business/local community since COVID-19

- The quality of the school's communication with, and reporting to, parents
- How often does the school communicate with and report to parents on matters relating to the response to COVID–19 - modalities, safety practices etc.?
- Parents' involvement with their children's education and the work of the school
- How are parents helping their children to access the various measures used by the school to deliver the curriculum?
- The school's links with organizations and agencies in the local community
- Have the school established any new linkages with organizations in the local community to support their COVID-19 related plans for PPE's, food, needy students etc.?

FINAL

2) Teaching Support for Learning
How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

2.1 Teachers' knowledge of the subjects they teach and how best to teach them
- Teachers' knowledge of their subjects
- Teachers' knowledge of how best to teach their subjects
- Teachers' reflection on what they teach and how well students learn
- Teachers' knowledge of how to use the various platforms based on the modality the school employs
- How the teacher reflects on the various groups within the various modalities

2.2 Teaching Methods
- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions, including questions and dialogue on the platform that the school employs
- Teaching strategies which challenge and cater to the needs of all students

2.3 Assessment
- Evaluating students' learning according to the various strands and in relation to the modalities used
- Continuous assessment as part of online teaching and learning
- Assessment practices, including policies, implementation and record keeping
- Student self-assessment
- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses (how teachers use differentiation)

2.4 Student learning
- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills
- Information and communication technology (ICT) skills

3) Students' Academic Performance
How well do the students perform in national and/or regional tests and assessments?

This is data provided by the National Education Inspectorate in the School Performance Profile

FINAL

4) Students' Academic Progress
How much progress do the students make in relation to their starting points?

4.1 How much progress do the students make in relation to their starting points in English?
Progress in English lessons take into consideration the fact that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. <u>What is doable and reasonable in light of the circumstances</u>? Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

4.2 How much progress do the students make in relation to their starting points in mathematics?
Progress in mathematics lessons take into consideration the fact that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. <u>What is doable and reasonable in light of the circumstances?</u> Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

This is supported by Students' Performance Data and Lesson Observation Data

5) Students' Personal and Social Development
How good are the students' personal and social development?

5.1 Students behaviours and attitudes
- **Observed** behaviours and attitudes in online lessons and or around the school compound and places of learning.
- Students' adherence to COVID-19 protocols
- Students' relationship with other students and all school staff
- Self-organization and commitment to learning
- How do students respond to their own learning in light of the selected modality for delivering the curriculum?

5.2 Students punctuality and attendance
- How does the school capture attendance and punctuality based on the modality?
- Attendance to school and lessons
- Punctuality to school and lessons – virtually or face to face
- Transition time between lessons

5.3 Students civic understanding and spiritual awareness
- Understanding of national identity and regional traditions and culture
- Understanding of civic responsibility
- In light of COVID-19 are students **aware** of their responsibilities in its prevention?
- Taking on responsibilities for themselves and others

5.4 Students' economic awareness and understanding
- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of the current world and local economic situation in relation to the COVID-19 Pandemic?
- Awareness of their potential contribution to Jamaica

FINAL

5.5. Students' understanding and awareness of environmental and health issues
- Knowledge and understanding of national and global environmental issues
- Concern and care for the school environment
- Concern and care for the wider environment
- Concern and awareness of global and national health issues (COVID 19) Pandemics, viruses etc.

6) Use of Human and Material Resources
How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

6.1 Human resources
- Sufficiency of suitable qualified and knowledgeable teaching and support staff
- Have you retained additional and suitably qualified teaching and support staff to assist in the COVID-19 related protocols?
- Staff are supported and offered training
- Were all members of staff supported and trained in relation to the requisite protocols and standards now implemented for COVID-19?

6.2 Use of human resources
- Deployment of teaching staff
- Have staff members been effectively deployed to support the new measures relating to the management of COVID-19 in the school?
- What is the attendance pattern of staff members since the COVID-19 Pandemic?
- Punctuality of staff
- Are staff members punctual for school and lessons to facilitate the effectiveness of the chosen modality as well as for the delivery of the NSC?
- Use of support staff
- How has the school utilized support staff in relation to reopening and COVID-19 activities and protocols?

6.3 Material resources – Quality and Quantity
- Appropriateness and quality of the school premises
- Are classroom arrangements appropriate and effective to adequately house the number of students as prescribed by the Infection, Prevention and Control (IPC) protocols?
- Appropriateness, quality and sufficiency of resources for teaching and learning
- Were adequate and appropriate resources introduced to support the different modalities in teaching and learning?

6.4 Use of material resources
- Effective use of school premises
- Were additional sites acquired or temporary learning spaces created to facilitate the protocols relating to physical distancing?
- How effective are these spaces used?
- Effective organization and the use of available resources for teaching and learning
- How effectively do teachers use resources in relation to the new modalities?

FINAL

7) Curriculum and Enhancement Programmes
How well do the curriculum and any enhancement programmes meet the needs of the students?

7.1 How well does the curriculum meet the needs of the students?
Is the curriculum modified or suspended – what are they doing?
- Review and adaptation of the curriculum to meet the needs of all students
- How is the curriculum reviewed in relation to the various modalities and the various groupings of students for impact?
- What are the creative means the school employs for the modification of the curriculum to meet the needs of the students?
- Breadth and balance
- How is the breadth and balance of the curriculum affected by the restrictions of COVID-19 and the chosen modality?
- Continuity and progression
- Cross-curricular links

7.2 Enhancement Programmes
Give consideration to the reality of COVID-19 and its potential impact on extracurricular and co-curricular activities
- Relevance to all students
- What are the creative measures the school employs to ensure the viability of co-curricular, enhancement and intervention programmes amid COVID-19 protocols?
- Uptake of programmes
- What measures are in place to ensure that almost all students benefit from the provisions of the school's enhancement programmes?
- Links with the local environment and community

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8) Student Safety, Security, Health and Well-being
How well does the school ensure everyone's safety, security, health and well-being?

8.1 Safety and Security
- Policy and procedures to ensure the safety and security of all members of the school community, including on and off-site school activities and in relation to COVID-19
- Quality of monitoring and maintenance

8.2 Health and Wellbeing
- Policies and procedures governing health and in relation to COVID-19
- Staff relationship with students
- What is the relationship like between students and teachers in light of COVID-19?
- Guidance and counselling arrangements
- What psychosocial provisions are in place for students in relation to the impact of COVID-19?
- How well does the school's guidance programme address the needs of the students in relation to COVID-19?
- Management of discipline
- Are there new measures to address maladapted behaviours as it relates to COVID-19?
- Management of students' attendance and punctuality
- Are there new measures to address issues relating to attendance and punctuality in light of national restrictions and new protocols for public transportation?
- Arrangement for suspension and exclusion of students - number of students out of school due to suspension and exclusion
- Tracking of students' wellbeing
- How have students benefited in terms of PATH grants during the Pandemic?
- Have any member of the school community been directly impacted by COVID-19 and how was it treated?

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

Graph 1: Student Attainment in Grade Four Literacy Test/Primary Exit Profile (PEP 4) 2015-2019
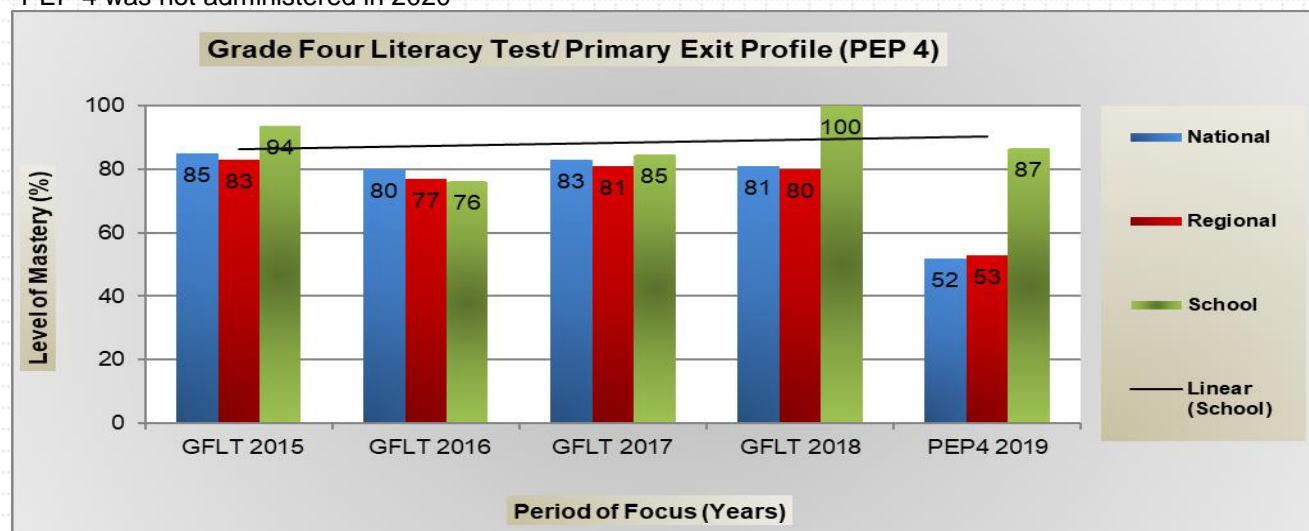
*PEP 4 was not administered in 2020

Grade Four Literacy Test/ Primary Exit Profile (PEP 4)

Table 1: Student Attainment in Grade Four Literacy Test/Primary Exit Profile (PEP 4) 2015-2019

Aboukir Primary					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	15	15	52	53	87
2018	15	17	81	80	100
2017 (Cohort)	25	13	83	81	85
2016	25	21	80	77	76
2015	32	31	85	83	94

*As at Census Day (2nd Monday in October).

The school's Grade Four Literacy mastery increased over the 2015 to 2018 period by six percentage points. It moved from 94 per cent (29 of 31 students) in 2015 to 100 per cent (17 students) in 2018. The school's performance remained above the national mastery in all years, except 2016. The participation rate was lowest in 2017 (52 per cent).

In 2019, 87 per cent (13 of 15) of the students were proficient in PEP 4 language arts. The school performed above the national proficiency in 2019. All 15 students in the cohort sat the examination.

The Grade Four Literacy target set by the Ministry of Education is 100 per cent of the *educable cohort (85 per cent of the grade four enrolment).*

STUDENTS' ATTAINMENT

Graph 2: Students' General Achievement in Numeracy/Primary Exit Profile (PEP 4) 2015-2019

General Achievement in Numeracy/ Primary Exit Profile (PEP 4)
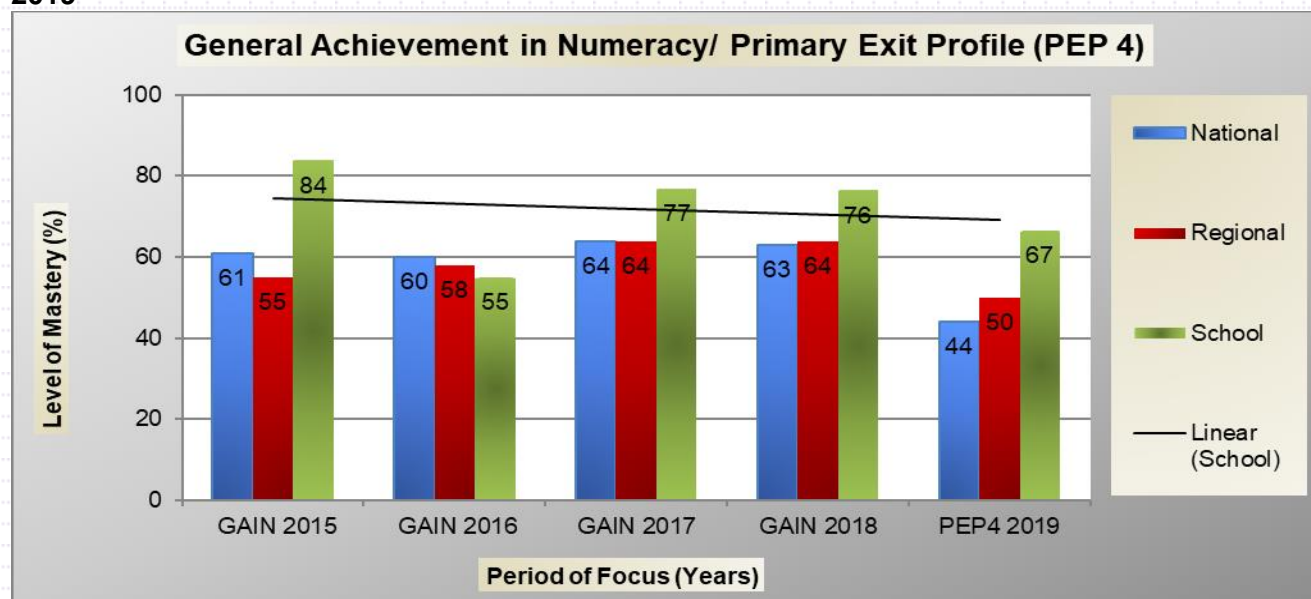
*PEP 4 was not administered in 2020 or 2021

Table 2: Students' General Achievement in Numeracy/Primary Exit Profile (PEP 4) 2015-2019

Aboukir Primary					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	15	15	44	50	67
2018	15	17	63	64	76
2017 (Cohort)	25	13	64	64	77
2016	25	20	60	58	55
2015	32	31	61	55	84

*As at Census Day (2nd Monday in October).

The school's GAIN mastery decreased overall over the 2015 to 2018 period by eight percentage points. It moved from 84 per cent (26 of 31 students) to 76 per cent (13 of 17 students). The school performed above the national mastery in all years, except 2016. The participation rate was lowest at 52 per cent in 2016.

In 2019, 67 per cent (ten of 15) of the students were proficient in PEP 4 mathematics. The school performed above the national proficiency in 2019. All 15 students in the cohort sat the examination.

The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2018

STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test (GSAT) 2016-2018
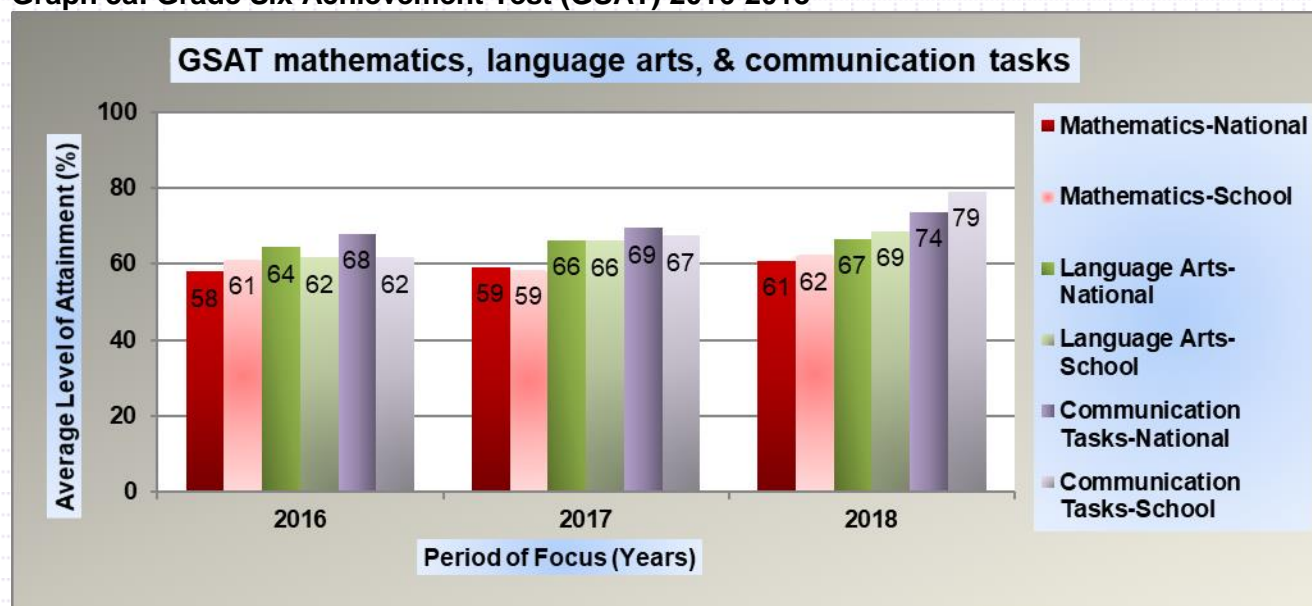
This graph illustrates the average performance of the students at Aboukir Primary in three of the five components of the GSAT over the last 3 years (2016-2018) compared with national averages.

School's performance against the national average
The school's performance in the three subject areas of the GSAT was below the national averages in 2016, with the exception of mathematics. In 2017 the school's performance was on par with the national averages in all subjects except for communication tasks, which was below. In 2018, the school's performance in the three subject areas of GSAT was above the national averages.

School's performance by subjects
The mathematics average increased by a percentage point for the 2016 to 2018 period. It rose from 61 per cent to 62 per cent.

The language arts average increased by seven percentage point for the 2016 to 2018 period. It rose from 62 per cent to 69 per cent.

For communication tasks, the average increased by 17 percentage points over the 2016 to 2018 period. It rose from 62 per cent to 79 per cent.

See table 3.

FINAL

STUDENTS' ATTAINMENT

Graph 3b: Primary Exit Profile (PEP 6) 2019-2020
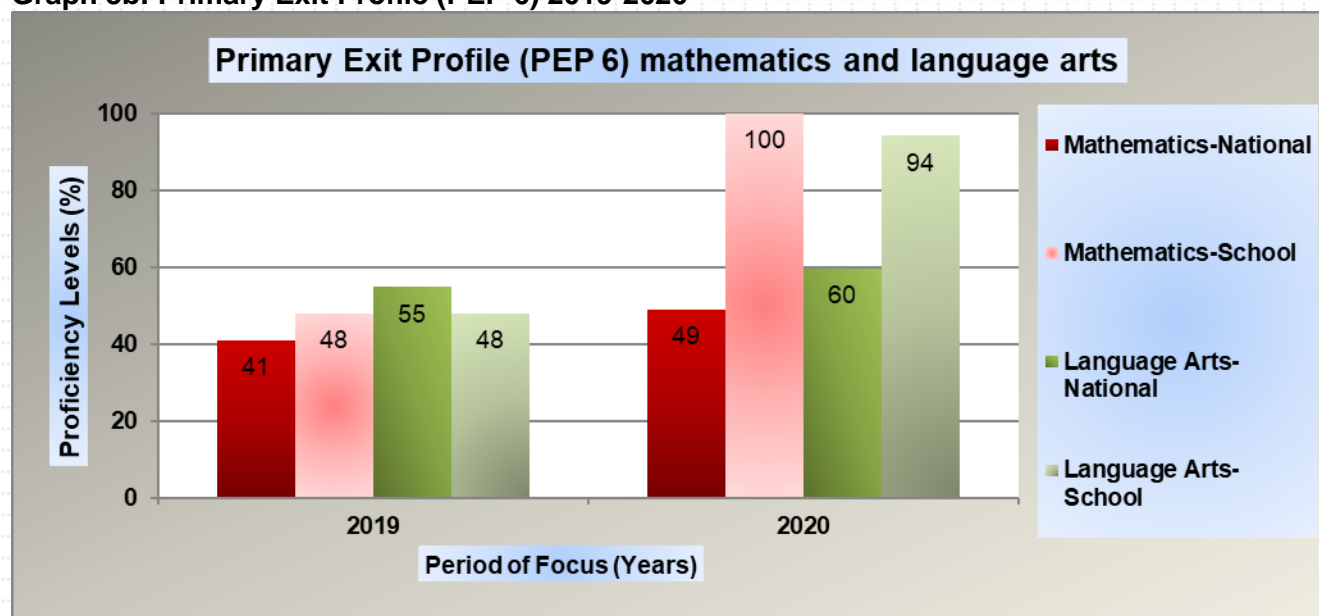
This graph compares the proficiency levels of the students at Aboukir Primary with national proficiencies in the mathematics and language arts components of the PEP 6 in 2019 and 2020. There was no assessment of mathematics or language arts components in the 2021 PEP 6.

School's performance against the national average
The school's proficiency level was above the national proficiencies in the language arts and mathematics components of PEP 6 in 2019 and 2020, with the exception of language arts in 2019.

School's performance by subjects
In 2019, the mathematics proficiency was at 48 per cent and was above the national proficiency by seven percentage points. In 2020, it was 100 per cent which was 51 percentage points above the national.

The language arts proficiency was at 48 per cent in 2019, and was seven percentage points below the national proficiency. In 2020, the proficiency level was 94 per cent and was above the national proficiency by 34 percentage points.

FINAL

STUDENTS' ATTAINMENT

Graph 3c: Grade Six Achievement Test (GSAT) by Gender 2016-2018
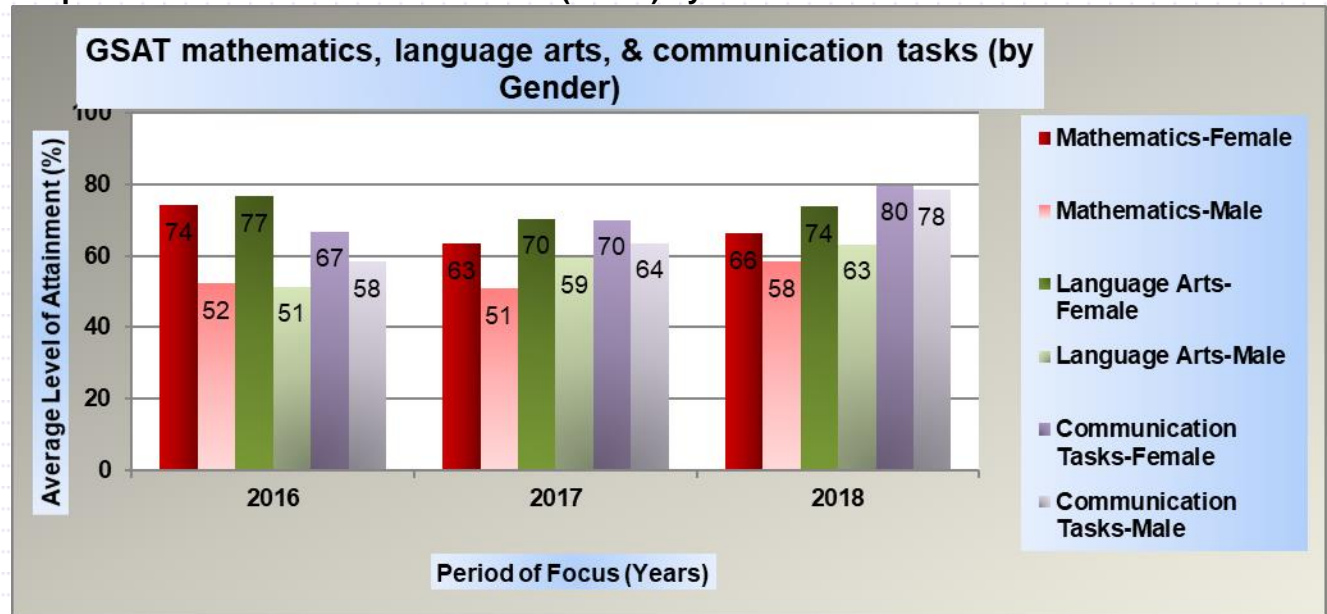
This graph illustrates the average performance of the students in Aboukir Primary in three of the five components of the GSAT over the last 3 years (2016-2018) by gender.

The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the boys performed below the girls in all three subject areas from 2016 to 2018. The widest performance gap was observed in language arts in 2016 (26 percentage points).

See table 3.

STUDENTS' ATTAINMENT

Graph 3d: Primary Exit Profile (PEP 6) by Gender 2019

Primary Exit Profile (PEP 6) mathematics and language arts (by Gender)
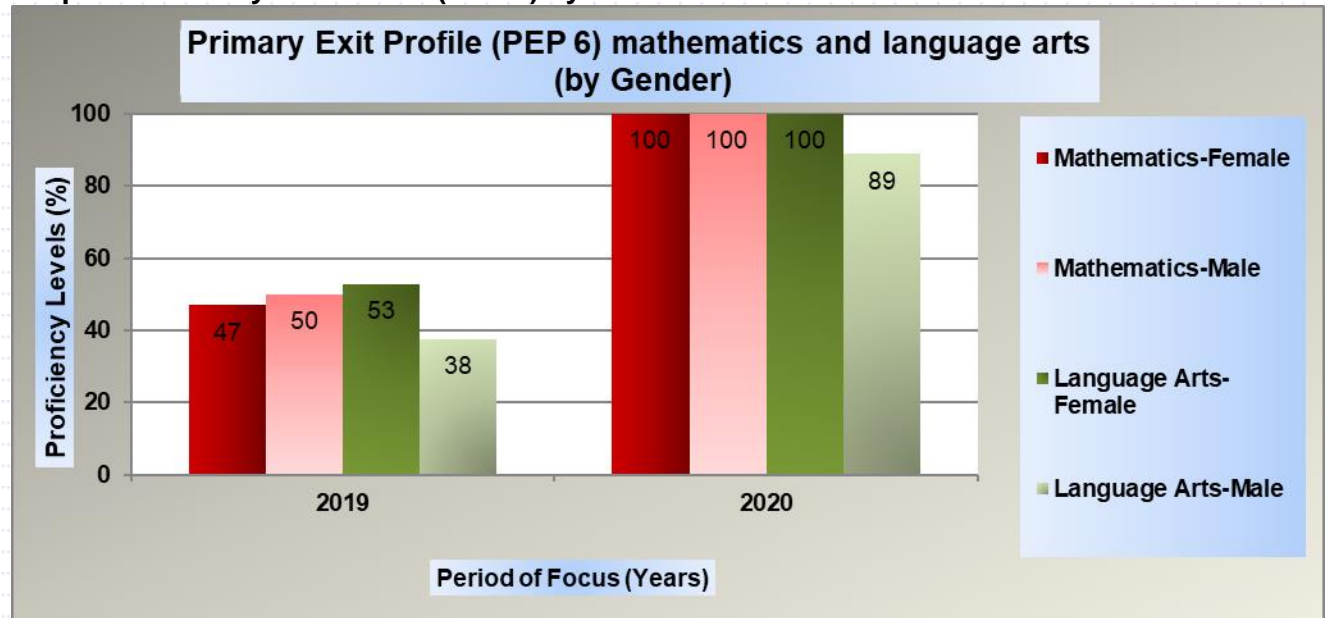
This graph presents a gender comparison of the proficiency levels of the students at Aboukir Primary in the mathematics and language arts components of the PEP 6 in 2019 and 2020. There was no assessment of mathematics or language arts components in the 2021 PEP 6.

The gender gap looks at the percentage point difference in PEP 6 proficiencies for boys and girls in 2019 and 2020.

Data revealed that in 2019, the girls outperformed the boys in language arts and underperformed the boys in mathematics. In 2020, girls outperformed boys in language arts and both performed on par in mathematics. The performance gap was widest in language arts in 2019 at 35 percentage points.

STUDENTS' ATTAINMENT

Table 3: Grade Six Achievement Test (GSAT) 2016-2018

Aboukir Primary			
2018 (Cohort data)			
__Assessment__	Candidates	__2018 Averages__	
GSAT Mathematics	Sitting	National	School
	31	**61**	**62**
Female	16	**63**	**66**
Male	15	**59**	**58**
GSAT Language Arts	Sitting	National	School
	31	**67**	**69**
Female	16	**71**	**74**
Male	15	**62**	**63**
GSAT Communication Tasks	Sitting	National	School
	31	**74**	**79**
Female	16	**77**	**80**
Male	15	**70**	**78**
2017			
__Assessment__	Candidates	__2017 Averages__	
GSAT Mathematics	Sitting	National	School
	21	**59**	**59**
Female	13	**61**	**63**
Male	8	**57**	**51**
GSAT Language Arts	Sitting	National	School
	21	**66**	**66**
Female	13	**70**	**70**
Male	8	**62**	**59**
GSAT Communication Tasks	Sitting	National	School
	21	**69**	**67**
Female	13	**73**	**70**
Male	8	**66**	**64**
2016			
__Assessment__	Candidates	__2016 Averages__	
GSAT Mathematics	Sitting	National	School
	17	**58**	**61**
Female	7	**60**	**74**
Male	10	**55**	**52**
GSAT Language Arts	Sitting	National	School
	17	**64**	**62**
Female	7	**68**	**77**
Male	10	**60**	**51**
GSAT Communication Tasks	Sitting	National	School
	17	**68**	**62**
Female	7	**71**	**67**
Male	10	**65**	**58**

FINAL

STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Grade One Individual Learning Profile (GOILP)-2012
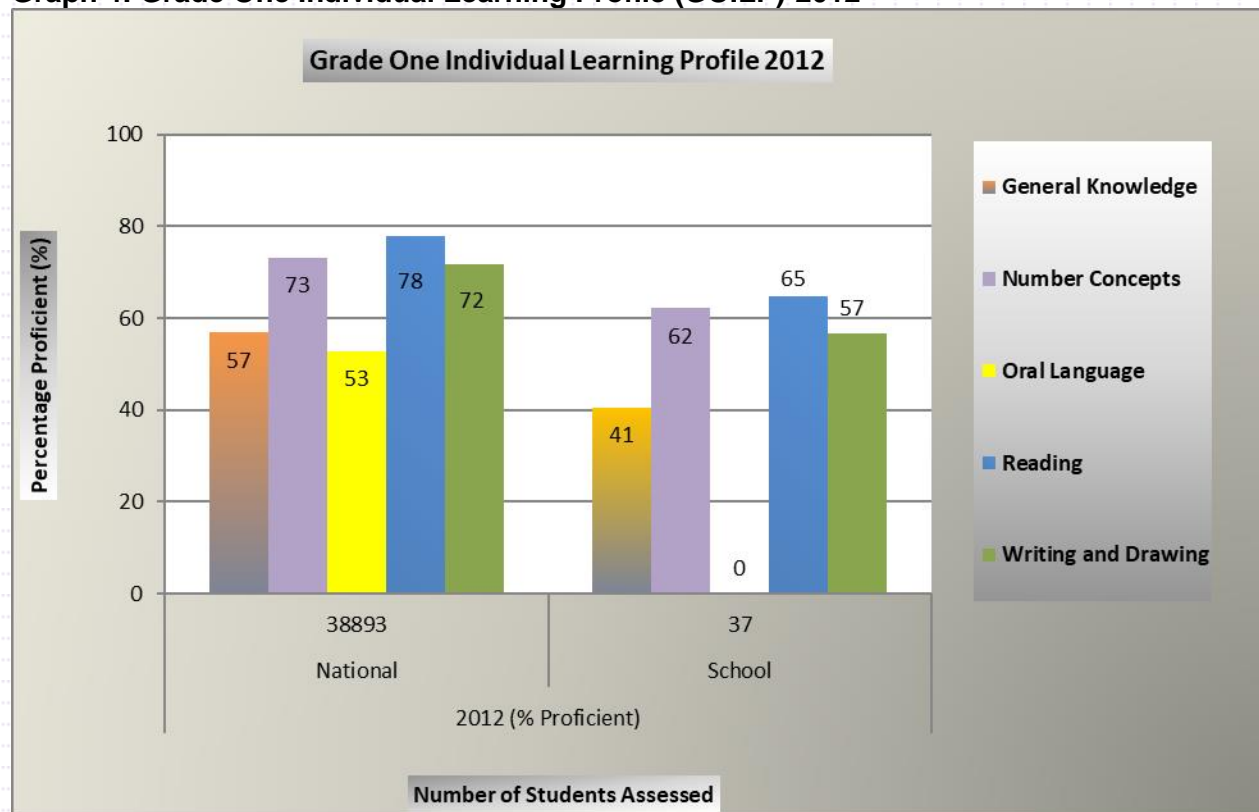

Table 4: Grade One Individual Learning Profile (GOILP)-2012

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2012 (Cohort)	National	38893	57	73	53	78	72
	School	37	41	62	0	65	57

Thirty-seven students were assessed at Aboukir Primary in 2012. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in reading (24 students). The lowest proficiency level was in oral language (none were proficient).

No data are available from 2013 to 2015.

STUDENTS' PROGRESS

Graph 5a: Tracking the Progress of the 2013 and 2014 Cohort in Literacy and Numeracy
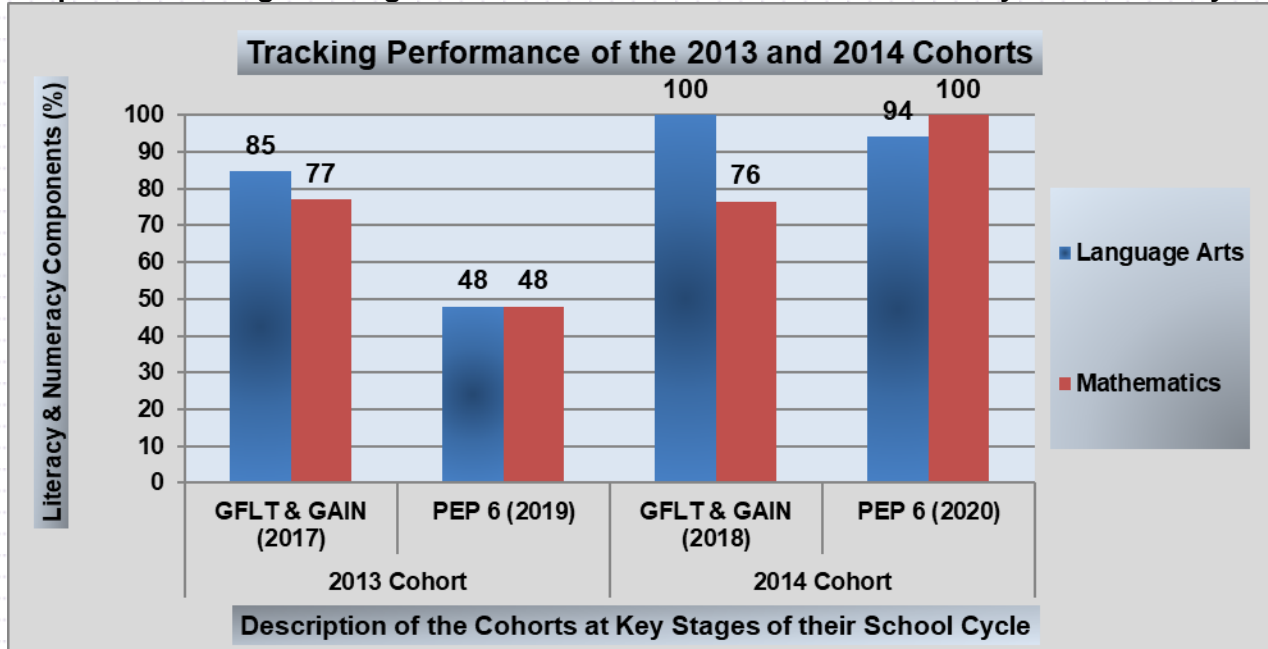
This graph tracks the performance of the **2013** and **2014 Cohorts** of students in Aboukir Primary. It shows their **mastery levels** in the GFLT and GAIN in 2017 and 2018, and their respective PEP 6 language arts and mathematics **proficiencies** for 2019 and 2020. No comparative data from the 2021 PEP 6 were available for 2015 cohort.

The 2014 cohort showed signs of progress in language and mathematics between 2018 and 2020.
In 2018, 100 per cent of the students attained mastery in the GFLT. In 2020, 94 per cent were proficient in PEP 6 language arts. In 2018, 76 per cent of the students attained mastery in the GAIN. In 2020, 100 per cent were proficient in PEP 6 mathematics.

The 2013 cohort did not show signs of progress in either subject over the period under consideration.
In 2017, 85 per cent of the students attained mastery in the GFLT. In 2019, 48 per cent were proficient in PEP 6 language arts. In 2017, 77 per cent of the students attained mastery in the GAIN. In 2019, 48 per cent were proficient in PEP 6 mathematics.

STUDENTS' PROGRESS

Students in the 2014 Cohort sat the GFLT/GAIN in 2018 and the PEP 6 in 2020. The performance of individual students in the PEP 6 in 2020 was compared with their previous performance in the GFLT/GAIN in 2018. Analysis of the data for which both examinations results were available revealed that more students progressed in mathematics than in language.

**Graph 5b: Progress of Individual Students (2014 Cohort) in Mathematics**
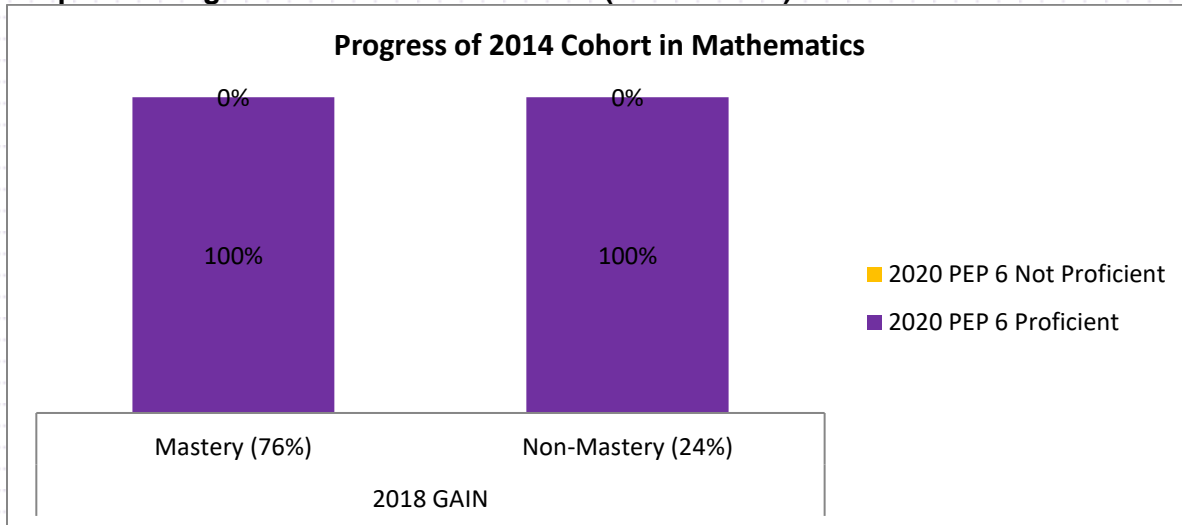
| | | 2018 GAIN | | | 2018 GAIN | |
		Mastery (76%)	Non-Mastery (24%)	Total	Mastery (76%)	Non-Mastery (24%)
2020 PEP 6	Proficient	13	4	17	100%	100%
	Not Proficient	0	0	0	0%	0%
	Total	13	4	17		

All of the 17 students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that all 13 students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. Another four students who did not master the GAIN in 2018 were also deemed to be proficient in PEP 6 mathematics in 2020.

STUDENTS' PROGRESS

**Graph 5c: Progress of Individual Students (2014 Cohort) in Language Arts**
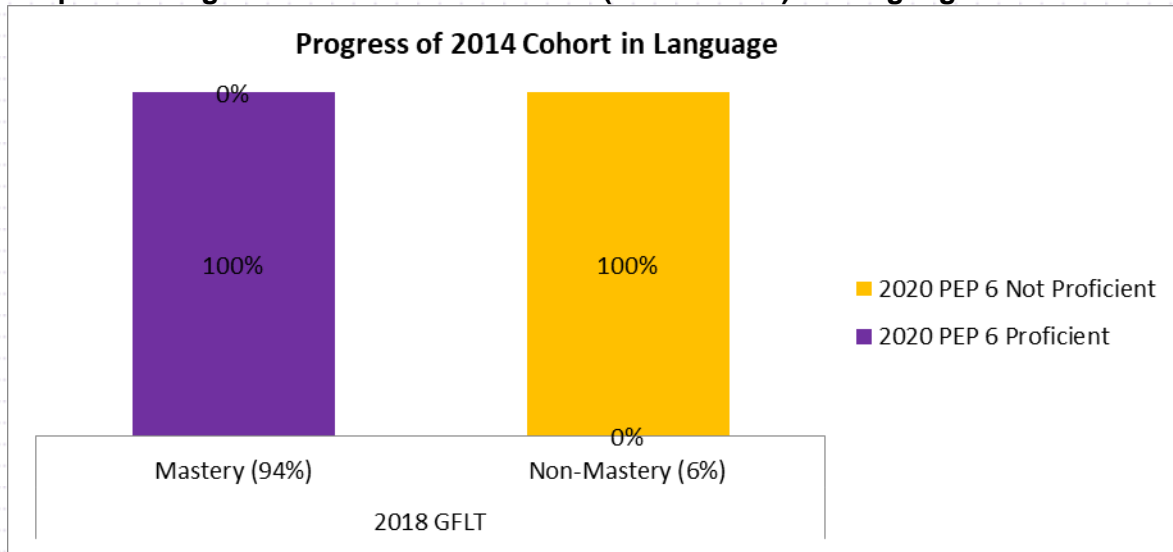
		2018 GFLT			2018 GFLT	
		Mastery (94%)	Non-Mastery (6%)	Total	Mastery (94%)	Non-Mastery (6%)
2020 PEP 6	Proficient	16	0	16	100%	0%
	Not Proficient	0	1	1	0%	100%
	Total	16	1	17		

Ninety-four per cent or 16 of the 17 students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that these 16 students previously mastered the GFLT in 2018 and were proficient in PEP 6 language arts in 2020. The data also revealed that one student who did not master the GFLT was not proficient in the PEP6.

STUDENTS' PROGRESS

Graph 6a: Tracking School's Progress over time 2015-2019
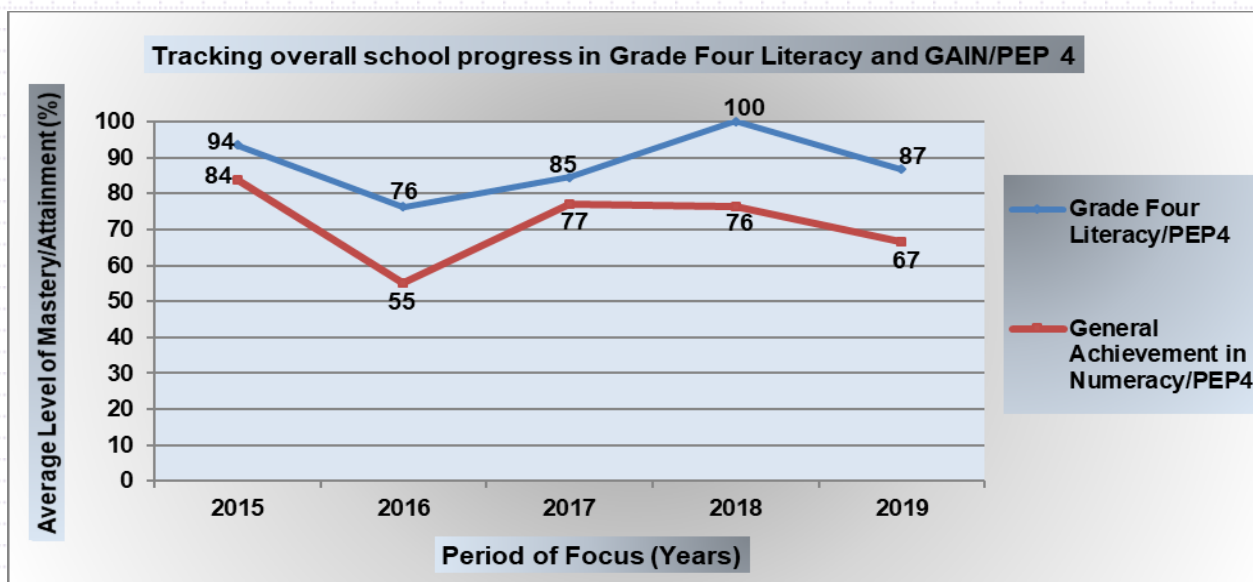
Performance in literacy remained above numeracy in all years.
The school's GFLT mastery increased while the GAIN mastery decreased for the 2015 to 2018 period of review. The GAIN mastery was consistently below the GFLT mastery throughout the period. The PEP 4 mathematics proficiency was below the language arts proficiency in 2019.

Graph 6b: Tracking School's Progress from 2016-2018
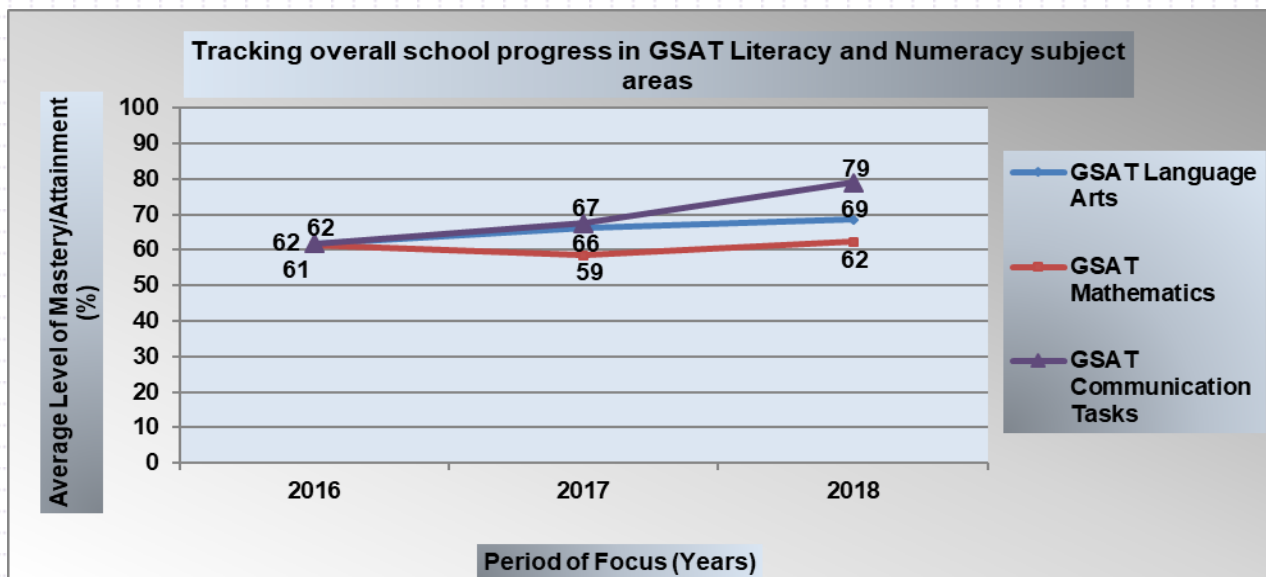
The school's performance in GSAT language arts, mathematics and communication tasks increased over the review period. The GSAT communication tasks average remained the highest average in all years, while mathematics recorded the lowest average throughout.

STUDENTS' PROGRESS

Graph 6c: Tracking School's Primary Exit Profile (PEP 6) Progress
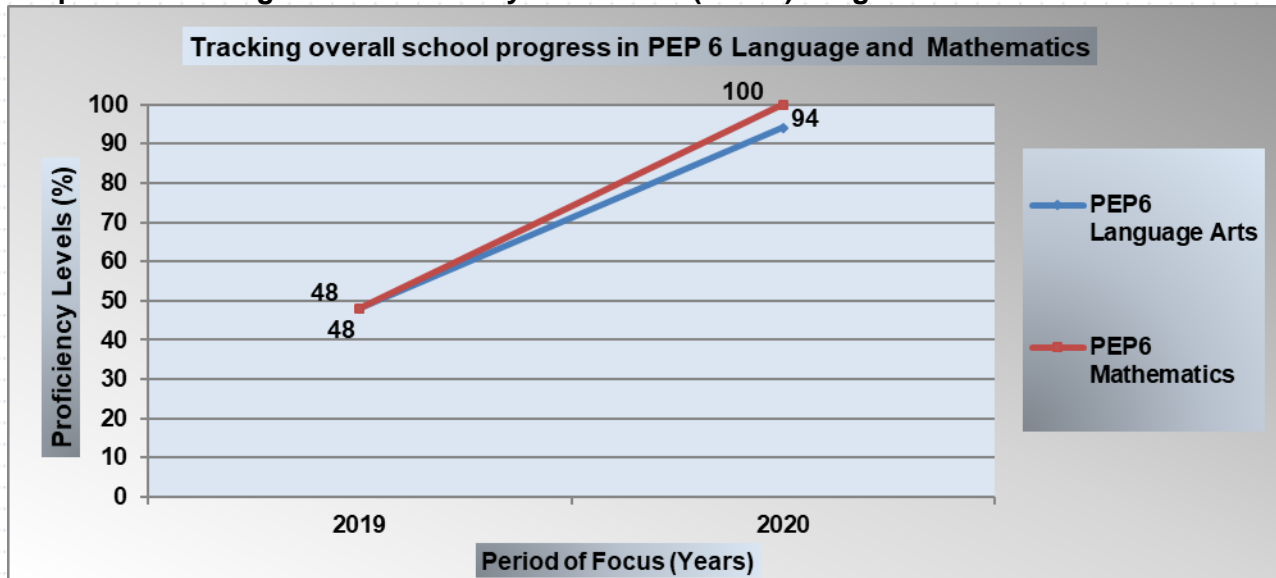
In the first sitting of PEP 6 in 2019, 48 per cent of the students were proficient in language arts and mathematics. By 2020, the performance in both subjects increased to 94 per cent and 100 per cent, respectively.

STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

A fundamental feature of the Value Added Model for Assessing Schools (VAMAS) is to analyse individual student performance in both English and mathematics at key points in their education.

Under the VAMAS, students are assigned designations based on their traceable performances. Students attaining satisfactory performance in both mathematics and English are designated as *Alphas* (α) while those attaining satisfactory performance in either English or mathematics are designated as *Betas (β)* and those with unsatisfactory performance in both subjects are designated as *Gammas (ϒ)*.

At the primary level, VAMAS designation is determined by comparing students' mastery and proficiency levels in the GFLT/GAIN and PEP4 / PEP6 respectively.

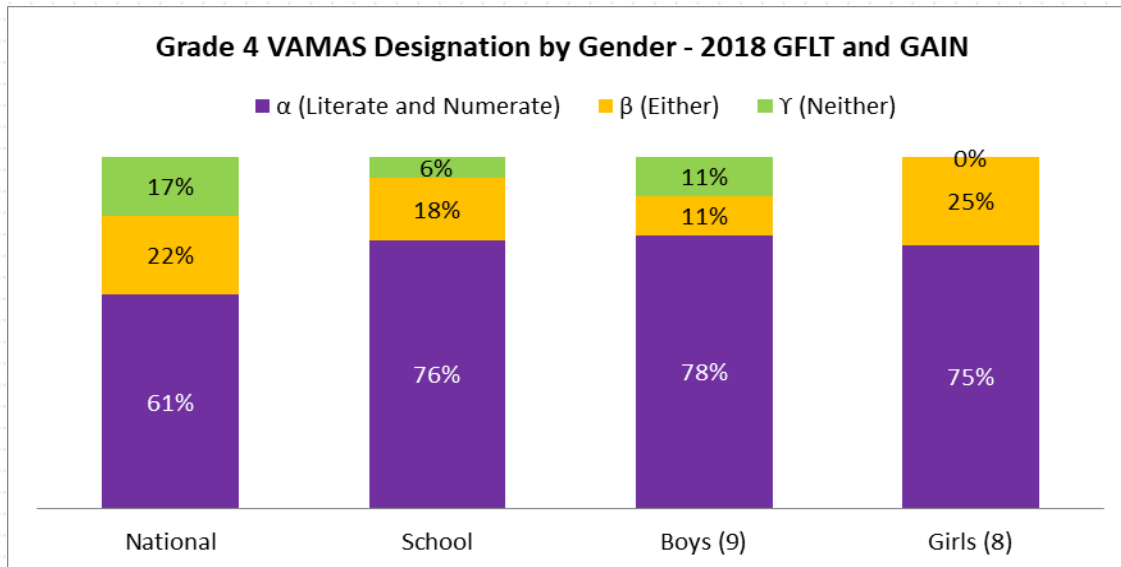**Graph 7a: Value-added Performance of the 2014 Cohort in Literacy and Numeracy in 2018**

Grade 4 VAMAS Designation - 2018 GFLT and GAIN
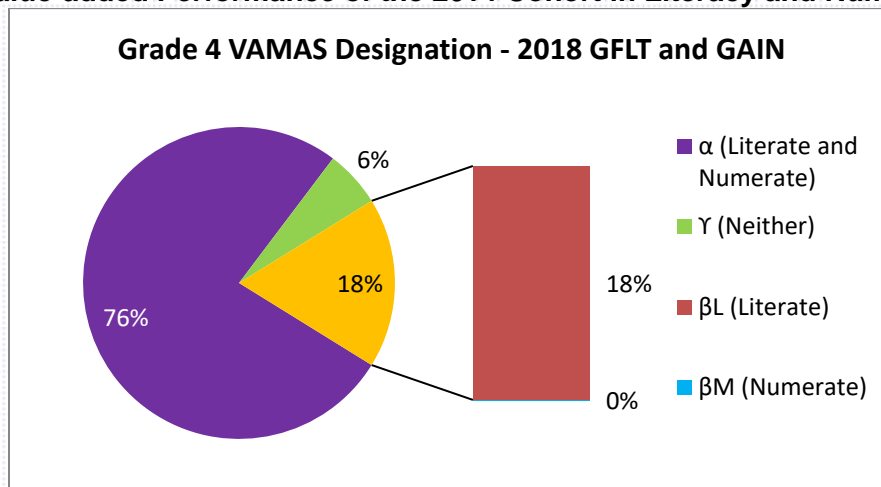
Grade 4 VAMAS Designation	Total	Percent
α (Literate and Numerate)	13	76%
β (Either)	3	18%
ϒ (Neither)	1	6%
Total	17	100%

An application of the VAMAS revealed that approximately three quarters of the students in the 2014 cohort were at the requisite level of performance in 2018.

Some 76 per cent or 13 students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was 15 percentage points above the designation of public school students in 2018. The proportion of **Alphas** was higher among boys than it was among girls.
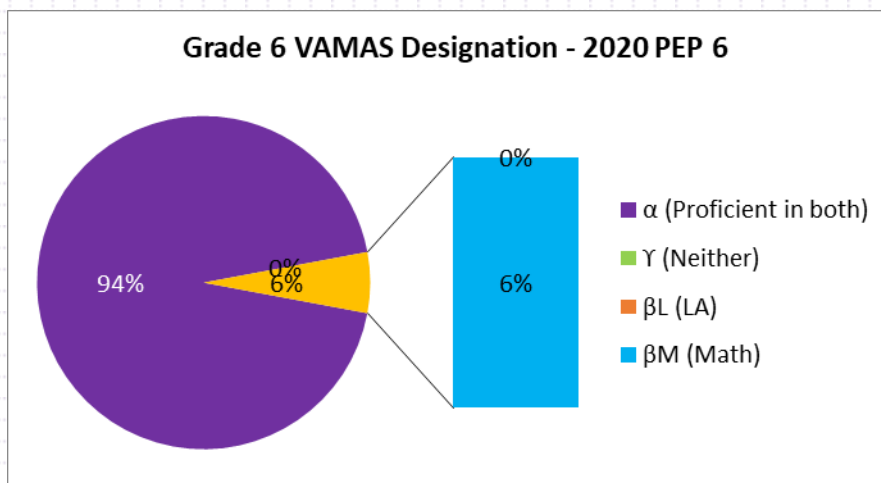
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 18 per cent, or three students, were designated as **Betas** having mastered either the GFLT or the GAIN, but not both. Further analysis of these **Betas** revealed that all of them mastered the GFLT. This implies a general weakness of the cohort in mathematics. A gender comparison further revealed a higher concentration of **Betas** among girls.

Of concern, was the lone **Gamma** who did not attain mastery in either the GFLT or the GAIN. This **Gamma** was a boy as evidenced by the gender comparison.

Graph 7b: Value-added Performance of the 2014 Cohort in Language Arts and Mathematics in 2020
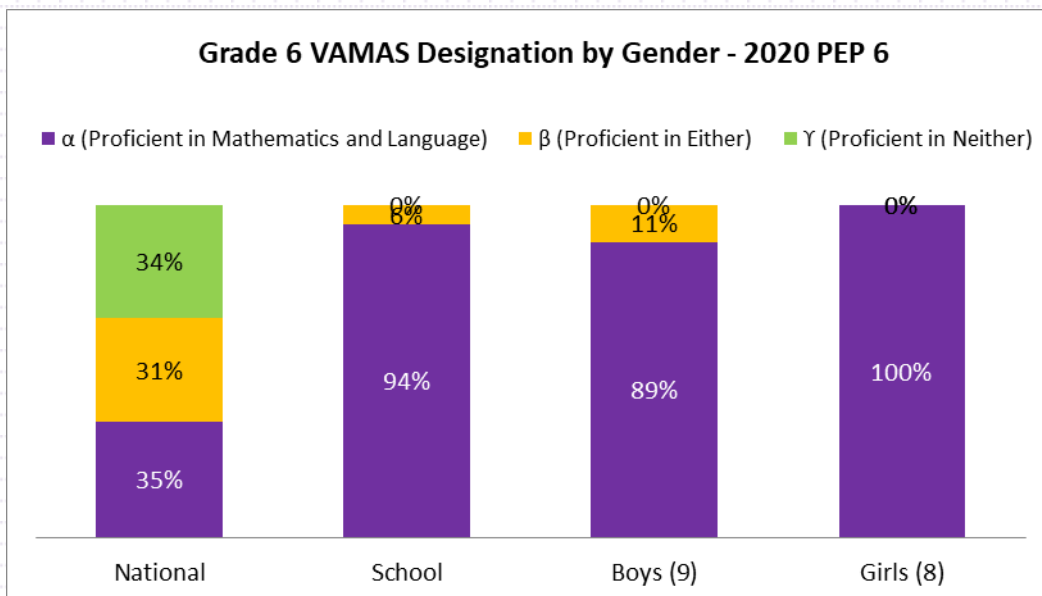
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	16	94%
β (Proficient in Either)	1	6%
Ƴ (Proficient in Neither)	0	0%
Total	17	100%

An application of the VAMAS revealed that almost all of the students in the 2014 cohort were at the requisite level of performance in 2020.

Some 94 per cent or 16 students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was 59 percentage points above the proportion of **Alphas** in public schools. However, a gender comparison revealed that, among the girls, the proportion of **Alphas** was greater than that of the boys.

The other student was proficient in either language arts or mathematics and was designated as **Beta**. This **Beta** was proficient in mathematics.


Grade 6 VAMAS Designation by Gender - 2020 PEP 6

No student was designated as **Gamma.**

STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

The school has added sufficient value to the 2014 cohort of students. All of the students met the requisite levels of progress by 2020 by either retaining or doing better in their VAMAS designation.

Graph 7c: Value-added Progress of the 2014 Cohort between 2018 and 2020
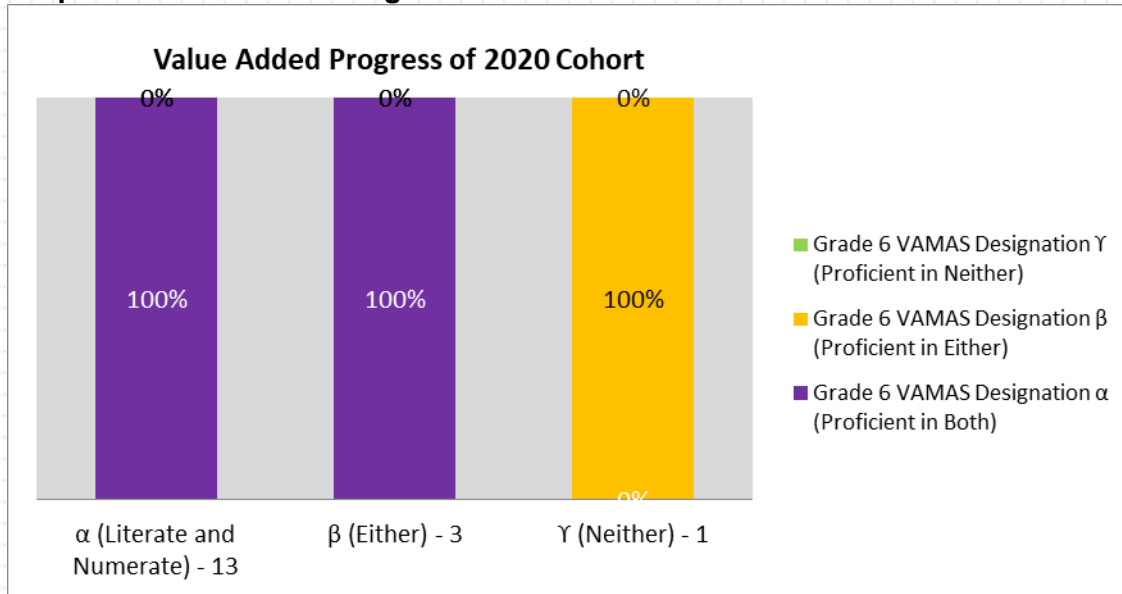
A value-added analysis of the performance of the 2014 cohort revealed that all of the students retained or improved their value-added designation between 2018 and 2020. More specifically, all of the 13 students designated as **Alphas** in 2018 retained their **Alpha** status in 2020.

		α	β	ϓ	Total	Grade 4 VAMAS Designation		
						α (Literate and Numerate) - 13	β (Either) - 3	ϓ (Neither) - 1
Grade 6 VAMAS Designation	α (Proficient in Both)	13	3	0	16	100%	100%	0%
	β (Proficient in Either)	0	0	1	1	0%	0%	100%
	ϓ (Proficient in Neither)	0	0	0	0	0%	0%	0%
	Total	13	3	1	17	100%	100%	100%

The three students who were designated as **Betas** in 2018, all improved to **Alphas**.

STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

One student from the 2014 cohort was designated **Gammas** based on their 2018 performance. This **Gamma** improved to a **Beta**.

Graph 7d: Value-added Progress by Gender of the 2014 Cohort
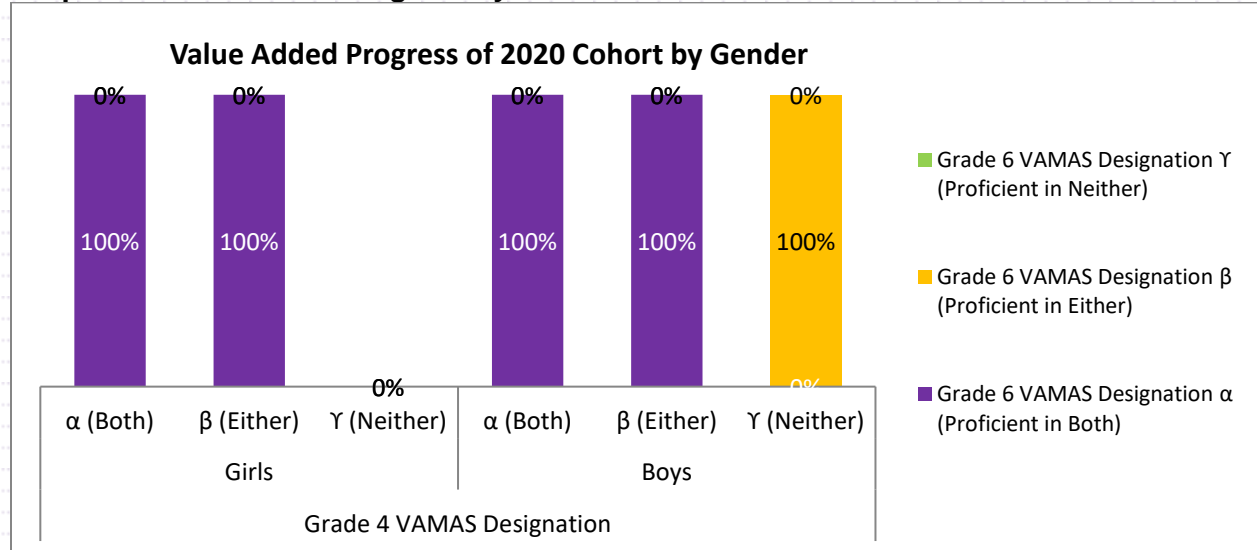
A gender comparison revealed that all of the girls and boys who were **Alphas** in 2018 maintained their **Alpha** status in 2020. The data revealed the same level of improvement among girls and boys who were designated as **Betas** in 2018, in that, all of them improved to **Alphas** in 2020. Furthermore, the boy who was designated as **Gamma** in 2018 improved to **Beta** in 2020.

Definitions:

Cohort: A specific group of students expected to move through the education system during a particular period. For example, the 2013 cohort entering Grade 7 is expected to complete grade 11 in 2018.

Matriculation Rate: The number of students attaining passes in five or more CSEC subjects, including English language and mathematics, in one academic year.

Percentage: The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example, $^2/_5$ expressed as a percentage equals (2/5) x 100 = 40 per cent.

Percentage Point: The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.

Trend: The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

GAIN -   General Achievement in Numeracy

GFLT -   Grade Four Literacy Test

GNAT -   Grade Nine Achievement Test

GOILP-   Grade One Individual Learning Profile

GSAT -   Grade Six Achievement Test

MoEYI -   Ministry of Education and Youth

PEP -   Primary Exit Profile

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Sources

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4. Primary Exit Profile (2019). Student Assessment Unit, Ministry of Education and Youth

5. Jamaica Directory of Educational Institutions (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education and Youth

6. Jamaica School Profiles (2014-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education and Youth

7. Enrolment Data (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education and Youth

8. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education and Youth.

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